DOCUMENT RESUME

ED 073 091 SP 006 182

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TITLE	The Gary - Indiana - Moorhead State College Project in Cooperative Urban Teacher Preparation.
INSTITUTION	Gary City Public School System, Ind.; Moorhead State Coll., Minn.
SPONS AGENCY	Minnesota State Coll. Board, St. Paul.
PUB DATE	Sep 72
NOTE	20p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Educational Innovation; *Educational Programs; Field Experience Programs; *Program Descriptions; *Teacher Education; *Urban Education

ABSTRACT

The Gary-Indiana-Moorhead State College Project (GIMSC) in Cooperative Urban Teacher Preparation comprised a mix of professional courses in education with field and clinical experiences in the inner city. This report describes various aspects of the program including travel allowance, tuition, and costs; housing and cooperating schools; rationale and assumptions; objectives of the program; description of the project; themes of the GIMSC curriculum; project evaluation; and limitations of the project. Conclusions and recommendations indicate the need for innovative teacher preparation programs. The appendix includes a list of participants. (MJM)

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GIMSC

The Gary - Indiana - Moorhead State College Project in Cooperative Urban Teacher Preparation

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A Report to the

Minnesota State College Board

by

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Coordinator, Urban Teacher Preparation

September 29, 1972

SP 006 182

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Administrative Staff
Members of Instructional Staff
Cooperating Teachers
Participants

PREFACE

This project was a joint undertaking in inner city teacher preparation between the School City of Gary, Indiana, and Moorhead State College, Moorhead, Minnesota. Its beginnings date from informal discussions held in August, 1971, by Vincent C. DiPasquale, Coordinator of Urban Teacher Preparation at Moorhead State College, and school officials of the Gary Public Schools including Haron Battle, Assistant Superintendent for Educational Services; Carrie Dawson, Director of Developmental Programs; and Nicholas McDonald, Director of Instruction.

The project had a budget of $1991.00, and was funded through the Minnesota State College Board from a grant of $100,000.00 appropriated by the Legislature of the State of Minnesota for the 1971-72 academic year to stimulate and encourage innovative programs of instruction. The GIMSC (Gary, Indiana-Moorhead State College) project is one of thirteen different proposals approved by the State College Board from a total of 112 submitted fromthe six state colleges in the State.

PARTICIPANT SELECTION AND ACADEMIC CREDIT

The number of participants was limited to ten students, eight of whom were juniors, two sophomores. All were interviewed by two members of the Department of Education and recommended by their academic advisor. Selection was based on the candidate's evidenced potential to relate to inner city students despite racial, cultural, ethnic and class differences. One student, a junior, withdrew from the program in January, 1972, because of medical reasons; nine finished.

Successful completion of the program carried 29 quarter hours of campus credit for one student, 32 for another, and 31 quarter hours of credit for seven students. The variation in earned credits occurred because of the number of credit hours already taken in professional education prior to the participant's entry. Despite this variance all students agreed to participate in the entire program.

Seniors were not included in the project because of the intent to use participants as a resource on their return to the campus. Although juniors were given preference, two sophomores, both speech and theatre majors, were selected because of their personal attributes. A basic consideration in the election of participants was the hypothesis that the completion of general studies and a strong grasp of subject matter are essential prerequisites to intern effectively. In the instance of the two sophomores who were admitted, their academic advisors felt that both students had had sufficient experience in speech and theatre including high school activities to qualify for the program. Both students agreed as a condition to admission to do the equivalence of six weeks of student teaching in their senior year to obviate the two year time lag between GIMSC clinical experiences and job acceptance.

TRAVEL ALLOWANCE, TUITION, AND COSTS

Each participant was given a $100.00 allowance to cover additional travel costs to Gary. All expenses including housing, food, tuition, and miscellaneous were assumed by the participant. Total costs for each intern turned out to be about 10% greater than for a comparable period of two quarters of study on campus.

HOUSING AND COOPERATING SCHOOLS

All participants were housed in the Ardell Apartments, which are racially integrated. Cost of a furnished apartment was $40.00 a month for each participant plus cost of utilities. Heat and water were furnished. The Ardell Apartments were located within walking distance of Horace Mann School to which six of the participants were assigned. A bus line ran in front of the apartment building.

Horace Mann is an integrated school with a student enrollment, academic year 1971-72, of about 85% Afro-American, 10% American with Spanish surnames and 5% white comprising several ethnic groups, most of whom were in their senior year. Two of the participants were assigned to Garnett Diagnostic Center and one to Froebel High School with dominantly Black enrollments.

In instructional matters, both academic and experential, staff members planned activities cooperatively with participants to accommodate their individual interests, talents, and personal perceptions.

RATIONALE AND ASSUMPTIONS

The thrust of the GIMSC project was to discover whether teachers could be better prepared to function effectively in inner city schools if their training consisted of a union between experience and theory, and was done where the action is. The need to discover viable programs of teacher preparation for children who are economically disadvantaged and racially as well as culturally different is a desperate one. Traditional programs have largely failed them.

The rationale for this project rested on the following assumptions:

1. As an approach to teacher preparation, the professional curriculum packaged in discrete courses is moribund because it is unrealistic. Divorced from the milieu of the child, his home, his neighborhood, and his classroom, course content is theoretical and often irrelevant to the student. Content in discrete courses is sometimes needlessly repetitious notwithstanding different course titles.

2. Traditional programs of teacher preparation have proven inadequate because too many teachers exhibit some of these behavioral characteristics:

   2.1 View cultural differences as cultural deprivation and perceive poverty as a condition of genetic inferiority.

   2.2 Interpret poor performance on I.Q. tests and standardized achievement tests as confirming evidence of mental retardation.

2.3 Ridicule, and denigrate the values, life styles, and language patterns of minority children.

2.4 Place the onus for not learning on child deficits rather than on institutional practices, which erode and finally destroy the student's self-esteem.

2.5 Are not equipped to perceive the child's feelings, anxieties, and need for cultural identity and ego development.

2.6 Insist stubbornly on twisting the child to fit the school rather than molding the school to fit the child.

2.7 Evince cultural biases, prejudices, stereotypes, fear of the Blacks, and varying degrees and forms of racism attended frequently by a pathology of unawareness of their offensive behavior.

2.8 Exhibit a "What can you expect?" attitude with reference to learning ability of the impoverished, and the culturally and biologically different.

2.9 Blame parents for disinterest and apathy when the exigencies of survival too often keep them from attending conferences and school meetings, and when the school itself has traditionally excluded the home as a partner in the educative process.

2.10 Know little of the significant contributions to American civilization of minorities in art, music, literature, and other fields of intellectual activity.

2.11 Do not catch historical distortions and stereotypes in textbooks nor know how to include minority contributions as integral components of existing curricular programs.

2.12 Do not possess a rich repertoire of teaching skills and strategies to accommodate individual learning styles.

2.13 Deny children the opportunity to experience successes because of a curriculum which is culturally and temporally remote from <u>their</u> real world.

OBJECTIVES OF THE PROGRAM

Objectives of the GIMSC Project are classified as superordinate and subordinate.

Superordinate objectives focused on the development of teacher behaviors which demonstrate belief in the dignity and worth of the human being regardless of race, creed, or national origin; a commitment to human rights; respect for the child's values; social consciousness and human relations skills; and a belief that the ability to learn is an innate gift for which the teacher assumes the awesome responsibility of its fulfillment.

In the daily transaction between teacher and child, these concerns were held paramount: that every child develop cultural identity and self-esteem, respect for cultural diversity and skills needed to function effectively in the mainstream of our society, viz., the abilities to read and write and to perform fundamental mathematical skills.

Subordinate Objectives aimed at developing professional competencies which should be manifest in teaching performance. Included in these competencies are:

1. The ability to stimulate discussions on issues and problems, to motivate students to collect facts pertinent to the subject, to suspend final judgments until information is gathered and examined, to encourage divergent answers or solutions, and to weigh each option.

2. Ability to adapt or develop materials of instruction and to choose teaching strategies suited to individual learning styles, the cultural background of the students, and varying levels of cognitive preparation regardless of grade placement and the official curriculum packaged for the grade.

3. Ability to identify with students and to work with them individually or in small or large groups as varying conditions and purposes require.

4. Knowledge of and respect for the student's cultural background, life style, language, and values.

5. Ability to foster an open classroom climate in which the exercise of human rights, freedom and responsibility is maximized so long as the rights and freedom of others are not infringed upon.

6. Ability to conceive and create differentiated learning tasks which are both challenging to and attainable by the student.

7. Awareness of the potential trauma resulting from a diet of failure with concomitant damage to mental health and self-esteem.

8. Knowledge of the historical experiences of minority groups, their life styles, value systems, cultures, and contributions to American civilization.

9. Proficiency in developing units of study in his academic major which reflect our multi-cultural population as opposed to the continuing imposition of a mono-cultural curriculum.

10. Proficiency in the art of questioning and self-examination, in the use of the inquiry approach to learning, and in facilitating independent investigations and discovery.

11. Proficiency in clinical diagnosis of the causes contributing to negative student behaviors, the competencies to attack causes not symptoms, and the ability to identify behaviors which need to be referred to supporting school personnel.

12. Willingness to listen to students and demonstrating skill in translating their concerns and interests into positive learning experiences.

13. Knowledge of and about I.Q. and achievement tests, their uses, misuses, and abuses, and a knowledge of different techniques to evaluate personal development as well as academic progress.

14. A view of cultural differences as strengths of a viable democracy.

The above list of competencies should not be viewed as complete and the numerical sequence of each item should not be construed as giving priority to one item over another.

DESCRIPTION OF THE PROJECT

GIMSC comprised a mix of professional courses in education with field and clinical experiences in the inner city through a continuum of two consecutive quarters extending from November 29, 1971 to May 19, 1972. The first three weeks of the project were spent on campus in an intensive program of orientation to socio-economic realities and psycho-linguistic factors related to teaching in the inner city in general and in Gary in particular.

During the Christmas vacation Mr. DiPasquale and Miss Sacopulos negotiated rentals of three apartments for the interns. These apartments were located in two separate wings of the Ardell Apartment complex. The organization of the project was also set up at this time, its structural outlines described, purposes and rationale stated, field and clinical experiences planned. Dr. Haron Battle, Assistant Superintendent of Schools, and Mr. Nicholas McDonald, Director of Elementary and Secondary Education, more than fulfilled our expectations for help. They gave generously of their

time and professional expertise during the Christmas recess as well as throughout the continuum of the project.

Interns arrived in Gary, Indiana on January 2, 1972, and were pleased with their apartments.

The project was launched in the central offices of the School City on January 4. Supervisory and asministrative personnel of the School City of Gary attended this orientation meeting and gave descriptions of special on-going programs which interns were invited to visit. Supervisors later took the interns on a tour of Gary and introduced them to the principals and the cooperating teachers to whom they had been assigned. All arrangements for the orientation program were made through the offices of Dr. Battle and Mr. McDonald.

Under the supervision of cooperating teachers participants assumed progressively graduated roles of teacher-aide, assistant teacher, and regular teacher in their respective classroom assignments. An integral portion of the total experience was community involvement and the development of understandings of the contributions, life styles, language, and values of Afro-Americans and Americans with Spanish surnames. Interns lived in the inner city.

The psychosocial behavior of Black and Chicano students was examined from the complexity of forces operant in their environment through an interdisciplinary approach of the behavioral sciences. A pervasive principle governing the project was to tie theoretical studies to the perceptual needs of the intern as these emerged out of field and clinical experiences.

The project had three dimensions:

1. Living and learning in the inner city.

2. Clinical experiences in cooperating schools.

3. Seminars and "rap" sessions and theoretical studies related to experiences, problems, and perceptions emerging from the first two dimensions.

The three dimensions were meshed and activities plannned for each ran concurrently throughout the interns' residence in Gary. The third dimension was engaged only as the first two became operant. In a real sense interns experienced what is under the first two dimensions and conceptualized what should or might be in the third.

Field experiences planned under the first dimension were coordinated by Miss Eugenia Sacopulos, guidance counselor, Gary Public Schools.

Clinical experiences were supervised by cooperating classroom teachers, supervising subject field specialists, and by Mr. Vincent DiPasquale, coordinator of urban teacher preparation, Moorhead State College. Placement of participants in cooperating schools was arranged by Mr. Nicholas

McDonald, Director of Instruction, Gary Public Schools. When Mr. DiPasquale was on campus, problems arising from clinical experiences were directed to Miss Sacopulos. Mr. McDonald agreed to assume supervisory responsibility as related to placement and evaluation of interns.

Activities under the third dimension were coordinated jointly by Miss Sacopulos and Mr. DiPasquale. Miss Sacopulos arranged for participants to enjoy library privileges at Indiana University Northwest and to audit classes on urban studies at no cost either to them or the State College system.

Seminars were scheduled once weekly by Miss Sacopulos, who is a native of Gary. Resource personnel from the Gary Public Schools were brought in on a wide gamut of subjects as these related to the interns' clinical experiences. Miss Sacopulos also coordinated field trips to schools with special programs, social service agencies, the detention home, juvenile court, Black churches, and a visit with Mayor Hatcher. Interns were dinner guests of Reverend Robert Lowery and several educators who were members of his congregation. Miss Sacopulos also gave counsel to interns in their personal problems as well as in their interpersonal relationships. Her professional training in this area proved to be an incalculable asset. Frankly, we had not anticipated that this aspect of her role would have assumed such major import.

All day seminars were scheduled for the interns on the Fridays Mr. DiPasquale returned to Gary. Preceding these sessions Mr. DiPasquale met with cooperating classroom teachers and interns for clarification purposes, conferred with supervisory staff and principals in whose schools the interns had been assigned and met with central office administrative personnel of the School City of Gary. Mr. DiPasquale also conferred with each intern following his observation of the intern's teaching performance. The behavioral competencies listed on page 5 were the criteria on which the intern's teaching was evaluated both by himself and the Director.

The Gary phase of the GIMSC Project was prematurely terminated at the end of April, 1972, because of a teachers strike (AFT). Since the project had about three more weeks to run, it was decided that interns return to their respective communities and arrange with principals to observe and offer to help in their local high schools. This experience in retrospect gave the interns the opportunity to make analytical contrasts between schools. The three week period also provided time for completion of abstracts on professional themes which they had independently pursued and time for completion of their daily logs. The last two days, May 18 and 19, were spent in seminars on Campus. Decisions on the activities for the last three weeks were reached by the Director in concert with Dr. Gerhard Haukebo, Chairman, Dr. Howard Freeberg, Director of Secondary Education, and Miss Eugenia Sacopulos, who was in continuous communication with interns after the strike was called.

THEMES OF THE GINSC CURRICULUM

Subjects for professional study throughout the continuum of the project focused on central themes which included:

1. Life styles, contributions, and value systems of Blacks, Chicanos, and Puerto Ricans.

2. Juvenile delinquency and problems of youth in the inner city, and student rights.

3. Myths and realities of teaching in the inner city.

4. Reaching inner city students in the classroom: humanistic and scientific approaches with emphasis on the inquiry method of instruction.

5. Institutional racism and the twin handicaps of color and poverty.

6. The operation and use of television equipment and other audio-visual materials.

7. Interaction analysis and effective teaching with emphasis on teacher behavioral competencies (See page 5)

8. Diagnostic techniques and identification of individual student needs through the case study method.

9. Transactional analysis with emphasis on group participation.

10. Testing, evaluation, and interpretation of derived scores; use and abuse of I.Q. tests.

11. Constructing lesson plans with emphasis on establishing set for new learning tasks through a multi-sensory approach.

12. Bloom's Taxonomy of Educational Objectives - Handbook (I) (Cognitive Domain) and Handbook II (Affective Domain).

13. Teaching strategies for culturally different children with emphasis on individual and small group methods of instruction.

14. Race and ethnic relations.

Bibliographies, and professional journals and textbooks bearing on these central themes were brought to Gary by the Director and left with interns. Materials were also available in the Gary Public Library, which was within walking distrance of where the interns lived, and in the Indiane University Northwest Library.

In seminars and "rap" sessions, interns shared what they read and abstracts were turned in to the Director. Much of the motivation for their professional

reading and related dialogue sprang from their own felt needs as these emerged out of their clinical experiences. In a real sense classroom problems became the matrix for professional study and the sharing of ideas. It should be added that Eugenia Sacopulos arranged for speakers with expertise on subjects scheduled for study. These included Judge Mezar of the Juvenile Court; Mr. Curtis Robinson, Chief Probation Officer; Mr. Richard Segal, advocate of school and behavior modification; Mrs. Ursula Howard, Principal of Garnett Diagnostic Center; Dr. Quentin Smith, Principal of West Side High School; Mr. Joe Conklin, former teacher corps member and history teacher, and others. The personnel resources of the Gary Public Schools and the city of Gary were consistently generous.

EVALUATION OF THE PROJECT

To say at this time that the GIMSC Project was a success would be premature. The answer lies in the future - at least three years after interns' entry into teaching. Their performance as teachers will perhaps give us some data. Where will they be teaching? Willthey "stick it out" in an inner city school? Will students "like" them? What will be their record of absenteeism? Will parents think their children are learning? Obviously we have to wait for answers to these questions and more. Inner city schools have a history of high faculty absenteeism and transfers to outer and suburban schools. Too many parents in the inner city think teachers don't care and that their children are being cheated.

This project was not sailing in completely uncharted waters. The Mid-Continent Regional Educational Laboratory, Kansas City, Missouri, reports positive results in their cooperative urban teacher education programs. While it would be presumptuous to compare the GIMSC Project with that of the Mid-Continent Regional Laboratory, both bear striking similarities.

The evidence that we have on the results of our project comes from the logs kept by the interns, their evaluation of the project, and the evaluations made by inner city cooperating teachers, principals, and Mr. McDonald, Director of Instruction, School City of Gary.

The logs bear evidence of initial stormy interpersonal relationships between and among participants. Despite this, they were a continuing source of emotional support to one another. Logs reflected a real concern for one another's well-being; a traumatic experience for one was more or less shared by the rest. All experienced variant levels of depression and uncertainity, fortunately at different times. One male intern admitted openly after the project was over that there were times he wanted to drop out. But there were no drop-outs; all finished. One participant had withdrawn early in the project because of medical reasons. Logs also revealed respect for and confidence in Miss Sacopulos. "You couldn't have chosen anyone better." From another intern: "Oh, she's great!"

Positive attitudes toward Black, Chicano and Puerto Rican students began to emerge midway in the project. Interns regretted the abrupt closing of

the schools because of the teachers strike. "I didn't get to say goodby to my kids." Some had tears. All would want to go back to visit; some to teach. "I just love these kids," reflects a common attitude. "They're so honest."

Of the nine interns, eight want to teach in the inner city; one whose husband has been in business in Breckenridge for many years feels her experience will make her a better teacher wherever she is. In different ways all expressed a common feeling that this so far was the most valuable learning experience in their college career.

EXCERPTS FROM LOGS OF INTERNS AND THEIR PROJECT EVALUATIONS

First Intern: "I spent the most fantastic months of my entire college life in Gary, Indiana....after I graduate I sincerely hope I succeed in finding a job in the inner-city, either in Minneapolis or in St. Paul. Inner-city children are so spontaneous and honest. I can't imagine teaching anywhere else!"

Second Intern: "Initially I would like to express my appreciation for being allowed to escape the sometimes relevant world of academia, to enter the real world of the Blacks through first hand experience. This experience was indispensable to me not only as a prospective teacher in the inner-city, but also to me as a human being....My 'liberal' philosophy abandoned me for a brief moment, as it would many times in the weeks that followed. What am I doing here in this meserable situation when I could be in comfortable, white, middle class suburbia? How can people live in such a polluted and unhealthy environment? ....One might say that we ate, drank, and slept education in the time we spent in Gary. I feel that this program should be made a permanent part of the education curriculum."

Third Intern: "My teaching experience in an inner city has been most enlightening. Educational readings could not define for me what really takes place in the classroom. Only the terrifying, and yet satisfying experience of facing a class can give one insight into what it's all about. Books and journals regarding inner city teaching now take on new meaning....I often had second thoughts about my decision to be a part of the project, but I feel now that in many ways my decision was a good one....Perhaps the fact that the strike prevented me from seeing the kids again, and I had so wanted to see them, is indicative of something."

This intern and her roommate were burned out of their apartment as were other tenants. No fault of theirs. Prior to this incident, she and six other interns were forced to move from the Ardell Apartments because of a fire which destroyed one wing of the apartment complex. The fire was caused by a gas leak in the basement.

Fourth Intern: "These past months have probably been the most useful that I've ever had as far as education and learning are concerned. I might add that these also were four months that added much emotional stress to my own life. I was directly involved in a car accident and also two fires. ...I believe if anyone is to accept a job in the inner city he should have some type of preparation similar to this project....I feel a project such as this should be refunded and continued. It would be very much of an asset to future teachers."

Fifth Intern: "In the four short months I lived in Gary, I experienced more 'life' than in three years of Minnesota State College living....I certainly do know how it feels to be a minority person - to walk down a street and having obscenities muttered at me - little children flipping me the bird, rocks being thrown at white trash honkies (M.F'ers).... I would not teach in suburbia...I have grown as I'm sure all nine of us have....I personally feel reality slapped me in the face and left my story book world back at the beginning of the yellow brick road."

Sixth Intern: "An inner-city project such as this is an excellent method of practical application of theory in education courses.... I am extremely thankful I was able to participate in this project. Nowhere else, and in no other way, could I have gained so much experience in so little time. Besides learning in education, I learned living as a person. Human relations and inter-personal relationships became evident not only in teaching, but in living with students your age. Personal discovery was gained by all."

Seventh Intern: "I feel that anybody who is going to teach in the inner city should first have a taste of what it is like. I am thankful I had that chance....To me (this experience) is an indispensable part of my education, not only for my preparation as a future teacher but also for my role as a human being....I feel the project was a very successful one and could be made better with more and better organization on the part of everybody involved. College education courses have always been rumored to be of the dullest nature. Ours were not. Taking them at the same time as student teaching helped."

Eighth Intern: "When educational theory is mixed with personal knowledge gained through experience there can be little doubt as to its value....Living in the inner city and teaching there is the only way to begin to achieve an understanding of Black and Chicano life styles....Old stereotypes and cliches begin to fall. They are seen for what they are, untruths and malicious falsehoods. No one can achieve this by reading and intellectualizing.

It comes only from experience....I would be more likely to accept a position in the inner city now than I would have been before the Gary experience because the more I see of children from areas similiar to that (in Gary), the more impressed with them I become. The openness they show and the great ability they possess, for the most part yet untapped, makes me want to work with them."

Ninth Intern: "My mind was cleared of all beliefs that I had previously of life in the ghetto and of the life styles of the blacks and Spanish Americans....I would take the inner city over the suburban school any day. The students in the inner city were really creative....We all had problems during this project, but looking over the whole project I could safely say that GIMSC was a tremendous success....I hope I can only learn as much at Moorhead in my next two years of school as I learned in Gary in four months."

EXCERPTS FROM PROJECT EVALUATIONS BY
COOPERATING TEACHERS AND PRINCIPALS

To avoid redundancy, something said by one is not included in comments by others.

One cooperating teacher wrote: "Oh to have had this opportunity. The students that were exposed to this project were extremely fortunate. Being able to work and live in a community before graduation is of great value.... This project shoudl be introduced to other colleges in America."

Another observed: "What is needed in order to successfully train our future teachers are more programs such as the one your college offers. It is about time that this was recognized."

Another cooperating teacher remarked: " I would be willing to cooperate in a similar project. This one was quite interesting, and in many ways rewarding....I enjoyed working with my student teacher and found her to be very capable of whatever was asked of her."

Another cooperating teacher emphasized: "It's important for the student to know the things taught in the professional courses, but he can learn them so much better if he can participate in a project such as this.... I greatly enjoyed taking Timothy about the community and watching the interaction between him and our children's parents....A program like this brings the best out of him. This type of program is very stimulating because of its freedom."

Another cooperating teacher commented: "I feel that the program provided the students with an insight that most college courses fail to convey - that teaching methods are partially personal and partially situational, but always dynamic....I feel that the students developed a flexibility that

takes some individuals many years of teaching to acquire....I feel that I, too, gained a great deal from it, as I was forced to do a great deal of thinking, reasoning, and explaining that I ordinarily did subconsciously."

One principal commented: "May we continue to have more such projects, each one better than the preceding one. If the students were to spend one school year, a mix of student teaching, community involvement and professional courses would be highly desirable.....If vacancies were available, we most certainly would be interested in employing the two interns we had."

Another principal wrote: (Six of our interns were in his school.) "My assessment of the project is very positive. I think it is highly desireable and even necessary to have a program of this type to train teachers for inner city schools. Too many teachers come to us for their first experience with no real conception of what they are going to face. I am sure that the students in this program, if they still want to come to us, will be able to cope with assignments in schools like Horace Mann. We would be very pleased to hire young teachers with a training program of this nature.

We certainly do endorse the mix of student teaching, community involvement, and professional courses. I would not advocate more than one professional course before the student reports for a program like this.....We did enjoy the interns; they were very helpful. All remarks I heard from faculty members were positive, not negative."

The following letter, on the evaluation of the project, was received from Mr. Nicholas McDonald, Director of Instruction, the Gary Public Schools:

"It is unfortunate that the teacher strike in Gary brought an abrupt close to the field experiences of your student teachers. We could have learned much fromthe students through exit interviews. Your decision to reassign them, however, was a wise one, since the strike is continuing longer than we had anticipated.

I have heard positive comments about the students. They related well to the young people in the schools; they were sincere in making a contribution to improving school climate; and they were helpful to the teachers with whom they worked. One principal, Mr. Gehring, stated to me that he hated to see the student teachers leave. Their being at Horace Mann High School made a difference on the positive side.

We would be interested in a program for interns in the future wherein there exists a mix of professional courses or seminars with field experiences. Such programs with Indiana University and Purdue University are currently operational in our school system. An on-site supervisor is a necessity for the success of these programs, not solely for the coordination of professional and field experiences, but also, to provide the personal guidance and security which students need. With our current financial situation we could not provide funds for this, but perhaps the instructional supervisors could play a more active role in this program, and receive an honorarium for time put in after normal working hours. They could conduct seminars and provide guidance services.

We are hopeful that the experiences of the Moorhead students were such that they will maintain their interest in urban education. I am hopeful that we will have open positions for which we can hire some of your students. Please let them know that we are grateful that they came to Gary.

Sincerely,

Nicholas McDonald
Director of Instruction

LIMITATIONS OF THE PROJECT

Both Vincent C. DiPasquale, Project Director, and Eugenia Sacopulos, Assistant Project Director, administered this program above and beyond their regular professional load in their respective positions. Hence, planning, organization, and communication, especially with cooperating teachers, sometimes suffered. Enthusiasm was high, but time and energy often failed us.

The interval between the announcement of proposal approval and its implementation should have been at least one full quarter to have allowed more time for program design, development, and implementation.

The budget was tight. This is mentioned only to indicate that its continuance would take more money. All professional personnel involved in the project gave of themselves generously out of professional commitment. Eugenia Sacopulos received $400.00 as an honorarium.

Interns experienced to variant degrees of severity emotional interpersonal tensions. Housed as they were in separate, but adjacent apartments (their decision), they had to learn to live together. Although a wholesome cohesiveness has developed among the nine, the tensions at the time were a considerable drain on them, both physically and emotionally.

CONCLUSIONS

Notwithstanding these limitations the project was successful based on these factors:

1. Self-appraisal of the interns.

2. Project evaluation by cooperating teachers and administrators.

3. Strong to superior evaluations of interns by cooperating teachers.

4. Better opportunities for employment in inner-city schools because of GIMSC Project.

RECOMMENDATIONS

1. Our experience with GIMSC seems to indicate that teacher preparation should depart from the traditional model of discrete professional courses followed by student teaching and be replaced by a mix of community involvement, theoretical pedagogy, and on the job experience. This mix should extend over a minimum of two consecutive quarters. I would submit that the exigency for this change is immediate for all future teachers, but most importantly for teachers of Blacks, native Americans, Chicanos, and Puerto Ricans.

2. Two courses should precede the mix: one on orientation to education which should include as much experience in classroom as is feasible; the other on cultural differences in our society which should include field experiences.

3. Future teachers should live and do their internship in that kind of community in which they will most likely teach. For example, future teachers of Indian children should do their internship in Indian schools or in schools with a high percentage of Indian children. Teacher preparation should move away from a mono-cultural prototype.

4. Finally it is recommended that either of two plans be considered. The first would explore the feasibility of an interchange offorty interns, twenty Afro-American and twenty white between Moorhead State College and another college, intra-state preferably. Each would assume responsibility for the training of the interns from the other institution. This plan might contribute to faculty integration in school districts of the State which have all white or predominantly white teachers. This plan would entail travel costs to set up a partnership.

   The second plan would call for the allocation of one full time staff member to implement and administer a program of internship similar to that of the GIMSC project. This staff member should live in the community where the interns are assigned. In addition to this staff member, there should be an appropriation of at least $5,000 annually to pay honorariums to supportive seminar personnel. This plan could provide for a maximum of 20 students.

APPENDIX

Administrative Staff

Moorhead State College

Dr. Roland Dille, President
Dr. Robert Hanson, Vice President of Academic Affairs
Dr. Glaydon Robbins, Dean of Professional Studies
Dr. Gerhard Haukebo, Chairman, Department of Education
Mr. Vincent C. DiPasquale, Coordinator, Urban Teacher Preparation, and Director of the Project

School City of Gary

Dr. Gordon McAndrew, President of the School City of Gary
Dr. Haron Battle, Assistant Superintendent for Educational Services
Mr. Nicholas McDonald, Director of Instruction
Dr. Carrie Dawson, Director of Developmental Programs
Dr. Vernon Charlson, Director of Special Services
Miss Eugenia Sacopulos, Guidance Counselor, and Assistant Director of the GIMSC Project

Members of the Instructional Staff

Mr. Paul Bohney, Supervisor of Mathematics, Gary Public Schools
Mr. Vincent C. DiPasquale, Director, GIMSC Project
Dr. Marie Edwards, Supervisor, Social Studies, Gary Public Schools
Mr. Floyd Flynn, Supervisor, Sciences, Gary Public Schools
Mr. Lawrence Gehring, Principal, Horace Mann High School, Gary Public Schools
Mrs. Ursula Howard, Principal, Garnett Diagnostic Center

Mr. Emmett McCullough, Principal, Froebel High School, Gary Public Schools
Mr. Nicholas McDonald, Director of Instruction, Gary Public Schools
Mr. Bernard Shirk, Supervisor of English, Gary Public Schools
Miss Eugenia Sacopulos, Guidance Counselor, and Assistant Director of the GIMSC Project
Mr. Frank Wade, Supervisor of Special Education, Gary Public Schools

Professors from Moorhead State College participated on an interdisciplinary approach as the needs of the project required. Mrs. Beth Anderson, Mrs. Lynn Hanson and Mrs. Bella Kranz all made significant contributions in their respective areas of expertise.

COOPERATING TEACHERS

Miss Mary Harris----------Garnett Elementary
Mrs. Ida Santaquilani----------Horace Mann High School
Mrs. Everne Peterson----------Froebel High School
Miss Lynn Ludwig----------Horace Mann High School
Mrs. Dolores Knox----------Horace Mann High School
Miss Elizabeth Ennis----------Horace Mann High School
Mr. James Ricard----------Horace Mann High School
Miss Alice Halpin----------Horace Mann High School
Mrs. Bernadine Moen----------Garnett Elementary

PARTICIPANTS

Name	Home Address	Subject Field
Mr. Tim Carton	321½ 5th Avenue S.E. Pipestone, Minnesota	Education for the trainables
Miss Cindy Ebel	1309 West Broadway Wheaton, Minnesota	English
Mr. Greg Hassakis	1908 Richview Mt. Vernon, Illinois	Speech and Theatre
Mr. Bill Koenig	2273 Commonwealth St. Paul, Minnesota	English
Mrs. Helen Lindberg	131 North 2nd Breckenridge, Minnesota	English
Miss Christine Okoren	Box 266 Kelly Lake, Minnesota	Education for the Trainables
Miss Julie Ottis	1321 North Fifth Street Fargo, North Dakota	Speech and Theatre
Mr. Jerry Soliem	507 17th Street South Moorhead, Minnesota	Political Science
Miss Kay Thorvaldson	Box 119, Route 2 Barnesville, Minnesota	Mathematics